

# CALIFORNIA SCHOOLS

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## STATE DEPARTMENT OF EDUCATION

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CALIFORNIA STATE PRINTING OFFICE  
SACRAMENTO, 1930

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# State Policy in Public Education

Developments in public education in California during the past several years have been characterized by universal discussion of problems of large scope and general significance. These problems are such as involve serious and fundamental questions of principle; indeed, they point clearly to the need for a determination of general state educational policy and for the formulation of a coherent program to be undertaken for the accomplishment of that policy.

Your Superintendent of Public Instruction is confident that it is incumbent upon him at this time to issue a clear, unequivocal statement of the policy to which he subscribes and which may be accepted as governing the program of specific activities to be undertaken by the members of his staff. At a later date a statement will be made relative to the educational program which the State Department of Education, with your cooperation and advice, will undertake, and which will be in keeping with the policy here set forth.

The following brief statement is offered as an outline of the policy which, with the professional cooperation of yourselves and of the members of the staff of the State Department of Education will be made effective. This statement of policy is offered only after careful study and following considerable advice.

## 1. Public Education.

It is our conception that in California education is definitely a function of the state. The welfare of the state is directly dependent upon a guaranteed equalized opportunity for educational growth. This can be assured only by the state assuming responsibility in such matters as finance, basic standards of instruction, and the promotion of proper new educational undertakings.

## 2. Finance.

The primary responsibility of the state in the exercise of its function of public education is to guarantee adequate financial support for public schools. Since the distribution of property taxable locally for public school purposes is entirely disproportionate to the distribution of educational need, it is requisite that the state shall equalize the burden of school support, if equality of educational opportunity is to be obtained.

The expanding public school program which is necessary to meet the needs of individual growth and development in our rapidly changing civilization, has resulted in considerably increased costs of public education. The state should assume a proportionate part of such increased costs. Present local sources of finance are incapable of bearing additional burden of taxation: in many cases the burden is already prohibitive.

The greatest present need is for a state equalization fund which will provide equal opportunities for educational development for all California children, to the extent at least of certain well accepted and clearly defined minimums. Such an equalization fund should entail no serious increase in tax burdens for public education.

Some economies in expenditure for public education are possible. No financial saving at the expense of the welfare of childhood can be considered true economy. Yet, it must be our present and immediate concern to administer the expenditure of public funds carefully and economically.

### **3. The California State Department of Education.**

The State Department of Education is primarily a service organization having as its major function the maintenance of high standards of public education through cooperation with city and county school officials.

This function of the State Department of Education should be exercised by giving assistance in the integration and interpretation of the best of current educational thought and practice.

The California State Department of Education should concern itself with cooperative service, with progressive promotion, with maintenance of standards for teacher training, with statistics and research properly interpreted and with legislation for the benefit of all schools. Leadership in matters legislative could well reside in the State Department of Education.

The State Department of Education must be organized and administered to carry on studies, surveys and advisory relationships in connection with all matters of concern in public education with minimum cost to the communities involved. To this end the staff should be "fluid" in its professional relationships. All public educational service of the state should be so administered that no problem of paramount importance would long remain without attention. Unification and coordination, rather than a high degree of specialization should characterize staff activities.

#### 4. The People.

In every analysis the people of the state are privileged to determine the policies of public education, just as they are responsible for providing the funds therefor. No institution belongs so intimately to the people as does the public school. No administrative policy of education can long endure nor safely labor to the permanent advantage of youth which omits consideration of the status of mind and being of the people.

Educational programs will be effective only as they are understood by and have the sympathetic endorsement of the public which they are intended to serve.

The Superintendent of Public Instruction must consistently and conscientiously endeavor to keep the public thoroughly informed concerning California's program of public education. The public has a right and the obligation to require at all times of its school administrators that adequate and complete information be furnished concerning the schools, their improvement, and their service to youth and to society.

#### 5. Public Officers in Our Schools.

In no state in the United States is there closer relationship between the voter and his school officials than in the State of California.

For education to set up through policy or by law any means whereby its officers, elected by the people, are precluded from carrying out the desires of those who elect them, would be equally as bad as a system which would assure school officials of no continuity in the development of their program because of too frequent change, or because of unreasoned dictation on the part of interested community groups.

Superintendents of schools and school boards must be given consideration when programs are proposed which promote changes in local administration and in school organizations. Such matters as the larger unit of administration particularly come under this heading. It must be the policy to work always with the thought in mind that these elective officers of the people carry a fine control relationship from as well as to the people.

#### 6. Cooperating Agents.

California is rich in its body of cooperating groups and agencies. A state policy of educational administration must utilize in liberal measure the valuable services these agencies are in a position to render.

Professional groups and organizations of teachers and administrators have first hand information as to practical direction in matters of

educational development. Their service is to be solicited and accorded first recognition.

The California Congress of Parents and Teachers, the League of Women Voters, the American Legion, chambers of commerce, service and fraternal organizations, together with a vast number of other groups, are more definitely interested in education than in any other phase of development in California. School leaders realize this and gladly accept cooperation.

Private groups, philanthropic individuals and outstanding persons who manifest inclination of support, encouragement and sponsorship of activities in public education should be rewarded by public school administrators, by definite recognition and assignment of tasks in behalf of education.

Organized labor also offers valuable advisory reactions and bears testimony relative to California's educational program.

The press of the state can be of invaluable interpretative assistance to the schools in serving the interests of the people as well as the interests of the school. A new era will come to pass in civic point of view when the school people of the state, in the daily performance of their professional responsibilities, make full use of the news value inherent in school activities.

The development of high educational standards in California has been due to an earnest devotion and vision on the part of school people, but that accomplishment would not have resulted had we not had an understanding, sympathetic, and cooperative press. As we continue to develop, modify and extend our program for the educational growth of childhood, we must make continued and greater use of the press as an agency for informing the people concerning that program.

## 7. The Teacher.

Teacher trainee selection, teacher training, teacher selection and assignment to service, teacher improvement and maintenance in service, teacher attitude in service, teacher promotion in service, teacher retirement from service; all of these are the responsibility of administration to the end that the most and best of teacher energies are released for child instruction. The elimination of teacher worries, the improvement of supervisory and administrative relationships, the remuneration of teachers for service in terms of training to serve, ability to serve, and experience in service, regardless of grade assignment, constitute the basis of a policy to which the California State Department of Education subscribes.

The State Department of Education should maintain a policy in all matters of teacher training and certification which will encourage

the certification and placement of teachers on the basis of possession of characteristics of successful development as a result of professional training and experience. Course completion and the meeting of standard prescribed accomplishments must give assurance of professional growth if these are to influence certification and placement of teachers.

### **8. The Child.**

Children are the beneficiaries of public education and they suffer the deficiencies which accompany inadequate provision for educational opportunity. It is incumbent, therefore, upon all who are responsible for public education to see that each child receives full opportunity for receiving the best type of modern education. The welfare of childhood should always be the dominant consideration in all educational activities.

Aside from the great group of children regularly enrolled in the public schools, there are many individuals who have been denied the advantage of elementary or secondary education. For these the State Department of Education will continue to sponsor and provide appropriate opportunities for learning. Furthermore, it is our conviction that for every adult, as well as for every child, growth is necessary. It is the responsibility of the state system of public education to make available facilities peculiarly adapted for the development of adults in their domestic, civic, economic, and cultural relationships.

### **9. A Program.**

Policy and accomplishment are indeed divergent save when presented in connection with a program. The program, to be presented in detail in subsequent numbers of CALIFORNIA SCHOOLS, will concern itself with California's entire system of public education, its objectives, ideals and processes; with the plan for higher education as an expanding part of the public school system; with the state system of teacher training; with the problems of special education, vocational education, continuation education, tenure, retirement and sick and bereavement leaves; with the immediate problems of legislation, and with a cooperative approach on the part of school people to the problems of administrative units and improved teaching staff.

The formulation of a program of specific activities in harmony with the ideas of policy here expressed is at present under development. Your advice and suggestion are solicited to the end that we may give full and considered thought to adequate expression of a progressive, ordered, and realizeable program of educational activities. This program will be one involving not only the members of the California

State Department of Education, but one requiring also close cooperation between all public school officials.

Elsewhere in this number of CALIFORNIA SCHOOLS, under the caption "Immediate Needs of California Schools," expression is given to the urgent financial needs of the public schools and to the necessity for a sane approach to the problem of the larger unit of school administration. It is our hope that a definite program of activity can be initiated at once to bring relief in these specific matters.

A handwritten signature in cursive script, appearing to read "W. F. Denney".

Superintendent of Public Instruction.

# Immediate Needs of California Schools

Elsewhere in this issue of CALIFORNIA SCHOOLS is presented a statement of policy which will direct the activities of the State Department of Education. In that statement promise is made that a program of specific activities will shortly be submitted in accord with the policy enunciated. It is, however, at this time imperative that certain paramount needs of the public schools be stressed and suggestion given as to a program of immediate activity to relieve these most pressing needs. Therefore, the present statement is given for your careful and critical consideration.

## FINANCIAL NEEDS

The most pressing single need of the public schools of California, a need which most closely affects not only the public schools but the entire citizenry of the state, is for a readjustment of the scheme of public school finance. This readjustment must accomplish the following ends:

1. It must provide for a material increase in state apportionment to all public schools.
2. It must provide state equalization funds which will recognize the inequalities in local ability to support schools.
3. It must definitely operate to reduce the present burden of local taxes on property.

The essential features of any satisfactory plan for the modification of the existing method of school finance are as follows:

1. **Kindergartens.** State and county aid should be given for the support of kindergartens on the same basis as for elementary schools. To accomplish this end it will probably be necessary to:
  - a. Amend section 6 of article IX of the state constitution, providing for a state kindergarten fund, or making the kindergarten one of the grades or divisions of the elementary school;
  - b. Amend School Code sections 4.440-4.455, eliminating the special kindergarten fund;
  - c. Amend School Code section 3.760, to provide that the elementary school course of study shall include the kindergarten;

- d. Amend School Code sections 4.666 and 4.490, to increase the maximum rates of elementary school district taxation in order to include adequate funds for kindergartens.
- 2. **Elementary Schools.** To provide adequately to meet the legitimate needs of the elementary schools of the state, the following specific measures should be accomplished :
  - a. Additional state aid must be provided in order that adequate funds shall be made available and that the local burden of property taxation may be reduced. This may entail the necessity for developing new sources of taxation, but in any event will increase the total amount provided by the state for elementary schools.
  - b. State equalization funds must be provided in addition to other state school funds adequate to insure some fair measure of equality of educational opportunity and to protect local property from undue burden of taxation. Such funds should provide not less than one to two million dollars annually and should be apportioned on the basis of local need and ability to support schools in order to insure at least a minimum standard of education. These equalization funds should guarantee a minimum program of education in terms of an adequate teacher's salary, proper teaching loads and a standard of instructional cost.
    - (1) The equalization funds must also give special aid where necessary to assist in defraying required and excessive costs of transportation of pupils, particularly when resulting from unionization of school districts and consolidation of schools.
    - (2) The equalization funds must also be adequate to aid in meeting the cost of necessary capital outlays for construction of buildings and purchase of equipment in districts requiring these outlays and incapable of providing the funds from district taxation.
    - (3) Participation by individual districts in the state equalization funds should be dependent upon the levy by the district of a specified minimum rate of district taxation as an evidence of local desire to provide adequate educational facilities.

To accomplish these objectives relative to the financing of elementary schools, the following specific legislative action probably will be necessary :

- a. Section 6 of article IX of the state constitution will have to be amended to provide:
  - (1) An increase in the guaranteed amount of \$30 per pupil for elementary schools.
  - (2) Equalization funds, the amount not to be specified, but the principles involved to be stipulated in the amendment.
- b. Amendments will be required to School Code sections 4.1, 4.761-4.763 and 4.776-4.801 to provide increased state funds and to modify the apportionments in accordance with the increased state funds and the equalization funds.
- c. New sections may be required to create the additional equalization funds, specifying the minimum required amount.
- d. Constitutional and statutory amendment will be required to guarantee that a percentage of each district budget shall be devoted exclusively to teachers' salaries.

3. **Junior High Schools.** The junior high schools must be defined unequivocally as secondary schools, to be supported on the same basis as the high schools of the state. This will require specific legislation as follows:

- a. Amendment to School Code sections 4.772, 4.773-4.779, 4.870-4.878, 4.890-4.899, 3.260-3.272 and 4.510-4.520, to expressly require junior high schools, grades and attendance to be considered as of secondary grade and to require state and county apportionments and district taxes to be provided for junior high schools as high schools.

4. **High Schools.** In order to provide adequately for the financing of high schools the following measures must be taken:

- a. State aid to high schools should be based on the fact that high school education is necessarily more expensive than elementary education,
- b. Differences in local ability to support high schools should be recognized and adequate equalization funds provided to the end that greater equality of opportunity for secondary education and greater equality in the burden of high school cost may be insured. A fund of approximately the same nature as that provided for elementary schools should be created, this fund to be distributed on somewhat the same bases: namely, minimum standards as to salaries, instructional loads, instructional costs, transportation and capital outlays.

The legislation required to provide improved high school aid would include these measures:

- a. Amendment to section 6 of Article IX of the state constitution, providing for an increase in the state high school fund and creating a special equalization fund, amount not to be specified but the principles to be enunciated in the amendment.
- b. Amendment to School Code sections 4.312 and 4.871-4.875, to provide for the increased amount of the state high school fund and its apportionment and to provide for apportionment of the state high school equalization fund.
- c. Amendment will be required to guarantee that a percentage of each district budget shall be devoted exclusively to teachers' salaries.
- d. New enactments creating the state high school equalization fund and specifying its minimum amount.

5. **Junior Colleges.** Adequate financing of junior colleges requires the following:

- a. Junior college courses in high schools should be provided with considerably augmented state aid, even beyond the suggested increase in state aid for high schools. This will require:
  - (1) Amendment to School Code sections 4.32 and 4.876, eliminating junior college classes as high school classes.
  - (2) Enactment of new sections providing for either
    - (a) participation by high school junior college courses in district junior college funds, or
    - (b) increase in apportionment to high school junior college courses.
- b. District junior college finance must be safeguarded and the amounts provided by the state should be increased. This would require:
  - (1) Amendment to section 6 of article IX of the state constitution creating an adequate state junior college fund.
  - (2) Repeal of School Code sections 4.50-4.56, thus doing away with the present insecure junior college fund, and enactment of new sections creating an adequate fund to comprise moneys transferred from the state general fund.
  - (3) Amendment to School Code sections 4.940-4.942 to provide for adequate apportionment of state funds to district junior colleges.
- c. Present inequities resulting from nonresident tuition laws should be rectified by requiring contracts to be effected between the junior college district of residence and the junior college district educating the nonresident pupils.

Conditions throughout the state demand the serious consideration of these problems.

Immediate action should be taken to provide for:

1. Adequate state equalization funds.
2. A materially increased and nonfluctuating junior college fund.
3. Support of the kindergarten as an integral part of the elementary school.
4. The unequivocal definition and support of the junior high school as a high school.

This program as outlined involves revision of many phases of existing legislation concerning public school finance. We are forced to recognize that such complete modification can be accomplished only by constitutional amendment and following a long period of active education.

It is imperative, however, that certain phases of the suggested program be effected at once in order to relieve conditions of acute financial stringency. Therefore, we propose that the following specific measures be taken at once, looking toward legislative enactment in 1931:

1. The creation of state equalization funds sufficient in amount to provide a fair measure of immediate relief in needy elementary and high school districts. These funds should be of such character and administered under such standards as suggested in the more complete program outlined above.
2. Correction of the condition of the state junior college fund to guarantee from the state general fund at least the amounts now specified in the law.

The balance of the program of financial relief must be planned carefully with a view to securing adequate support which need not suffer the continual tinkering and patching which have characterized past financial legislation.

### **ADMINISTRATIVE UNITS**

The universal recognition of the need for larger units of school administration and for reduction in the number of school districts makes it unnecessary to go into this problem in detail. It is our firm conviction, however, that certain principles can be expressed which should characterize any program of activity looking toward the successful approach to a solution of this problem. These principles will definitely guide our thinking and planning and our activity in promoting the idea of larger administrative units. These principles are stated as follows:

1. The school administrators within each county, and primarily the county superintendent of schools, must exercise the controlling influence in the determination as to the types of administrative units appropriate in any county.

2. No standard unit or type of unit can be expected to suit the divergent needs of the fifty-eight counties and in excess of 3000 districts of the state.

3. In the final analysis, determination as to whether changes in administrative units are needed and as to the type of units which are appropriate under local conditions, must be made by the people who are most immediately affected, the parents and citizens of the districts.

In accord with these three principles, is is our suggestion that:

1. Legislation relative to larger units must be permissive in character.
2. Any actual reorganization of units must be effected by vote of the citizens affected.
3. Legislation should grow out of careful study and recommendation by county superintendents of schools and other local school people, based upon knowledge not only of local geographic, social, educational and financial conditions, but also of public opinion and bias.

Only by some such scheme can we at the same time accomplish the purpose of reducing materially the cumbersome plan of district organization which obtains in California and retain that desirable spirit of democratic control by the people of their most prized institution, the public school.

A handwritten signature in cursive script, appearing to read "W. F. Denney".

# Interpretations of School Law

## Attorney General's Opinions

### DISTRICT

#### **Election—Hours of.**

School Code section 2.877, as it appears on page 88 of the School Code of California, 1929, was enacted by the California legislature as chapter 292 of the Statutes of 1929 and supersedes the School Code section of the same number which was enacted as chapter 23 of the Statutes of 1929. (A. G. O. 7122, May 27, 1930.)

#### **Liability for Injuries to Pupils.**

A school district is liable for injuries to a pupil occasioned by flying glass from a glass tube exploded by reason of the negligence of an instructor in conducting an experiment involving the use of the tube. (A. G. O. No. 7113, May 10, 1930, as modified by A. G. O. No. 7113a, May 23, 1930.)

#### **Publication of Financial Statements.**

A school district the governing board of which prints and distributes in pamphlet form an annual financial statement for the residents of the school district is exempt from the provisions of School Code section 4.383, which provides for the publication of an itemized account of the receipts and expenditures of the district.

Statements required under School Code section 4.383 to be published must be prepared by the governing board of the district affected.

The publication of the statement required by School Code section 4.383 must be ordered by the board of supervisors of the county. (A. G. O. No. 7117, May 23, 1930.)

#### **Withdrawal of Election Districts from High School Districts.**

The State Board of Education may exercise its discretion in approving or not approving the petition of an elementary school district submitted under School Code sections 2.440a-2.454a, inclusive, providing for its withdrawal from a high school district and its subsequent formation into an independent high school district. (A. G. O. No. 7119, May 23, 1930.)

**TEACHERS****Retirement.**

The filing of an application for a retirement salary within two years after the last month of service by the applicant, as required by School Code section 5.903, is not mandatory when it appears that by reason of a physical or mental condition the applicant failed to realize the necessity of making his application within the time fixed by law. (A. O. No. 7120, May 23, 1930.)

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**Appellate Court Decisions****DISTRICT****District Employee.**

A high school teacher is an employee of a school district and does not hold any office, trust or employment under the state within the meaning of section 19 of article IV of the constitution.

(*Leymel vs. Johnson et al.*, 62 C. A. D. 228, 288 Pae. 858.)

105 Cal. Op. 694

**JUNIOR COLLEGES****Tuition.**

Junior College districts, in presenting claims to a county for the education of Junior College students resident in such county and not in any Junior College district, may not include a charge for capital outlay.

(*Marin Union Junior College District vs. Gwinn*, 62 C. A. D. 328, 288 Pae. 199.)

106 Cal. Op. 12

## Junior Red Cross Good Will Message to Children Around the World

### "TO THE YOUTH OF THE WORLD:

Greetings, friends of the Junior Red Cross in the four corners of the earth! The American Junior Red Cross sends you greetings from its National Convention in Washington, D. C.

We are making a supreme effort to establish lasting friendship among the countries of the world. You and we are linked together in good will and fellowship by the Red Cross. We sincerely hope that its lasting bonds may not be severed; that it may ever be first in deeds of mercy and kindness; and that through its powerful influence we may be instrumental in promoting simple love and affection among all mankind. We appreciate the opportunity in aiding world understanding because we know that it will be a better and happier world in which to live when all nations are brought together in the realms of friendship.

May a better understanding and a greater friendship unite us in the unbreakable ties of brotherly love and everlasting peace.

AMERICAN JUNIOR RED CROSS."

The above message adopted on May 7 at the Junior Red Cross Convention held in Washington, D. C., was given national broadcast on May 15 and cabled to the League of Red Cross Societies in Paris, which in turn will arrange for its broadcasting in 44 other nations which have Junior Red Cross Societies.

Secretary of the Interior, Ray Lyman Wilbur acted as chairman of the broadcasting program, a Junior read the message, and Secretary of State Henry L. Stimson made an address.

## Announcements

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### **ATTENDANCE REPORTS**

School officials are urged to cooperate with city and county superintendents of schools in order that accurate preliminary reports of average daily attendance for the school year 1929-30 may be completed at the earliest possible moment. The entire estimate of the state apportionment, which is the basis for the county school taxes, must await a complete and correct report of attendance from every county. Since the state and county apportionments are being changed considerably this year, it is imperative that the estimates of state apportionments be completed early.

### **NATIONAL LEAGUE OF TEACHERS' ASSOCIATIONS**

The National League of Teachers' Associations will hold its annual meeting in Columbus, Ohio, during the convention of the National Education Association, June 28-July 4. The league strives to render service to class-room teachers everywhere. It is affiliated with the World Federation of Education Associations and is making contacts which it hopes will aid in bringing about better understanding among the teachers of the world.

### **PAN-AMERICAN RECIPROCAL TRADE CONFERENCE**

This conference is a result of the meeting in Argentina last year between trade representatives of Sacramento and Mario Estrada, agricultural engineer. It is planned for representative farm, civic, and business leaders from the 22 American countries together with official delegates from various interested governments to tour the state beginning at Los Angeles on August 11 and continuing until August 25, when the Pan-American group will convene in Saeramento to discuss the compilation and exchange of commercial information that will assist the development of inter-American trade; transportation; terminal facilities; customs and quarantine; and education, including exchange of professors and students. It is believed that the conference will stimulate trade and develop a closer relationship among leaders of North, Central, and South America.

**PARENT-TEACHER ASSOCIATION**

A series of parent-teacher conferences will be held in Haviland Hall on five successive Wednesdays from 3 to 5 p.m. during the 1930 summer session at the University of California, beginning July 9.

The conference will be conducted by the Education Extension Department of the California Congress of Parents and Teachers in conjunction with the Education Department of the University of California.

Specialists in the various phases of educational practice will speak on the relation of the Parent-Teacher Association to their particular fields.

## For Your Information

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### **PUBLICATION OF DISTRICT FINANCIAL STATEMENT**

The attention of school administrators is called to the necessity for publication of an itemized statement of the actual income and expenses of each school district for the fiscal year (School Code sections 4.380-4.384). The first such financial statement must be published between July 1, 1930, and August 1, 1930. All school districts are required to publish this statement except only those districts which publish in pamphlet form an annual financial statement of school district receipts and expenditures.

The prescribed school district budget form should be used in the publication of this statement.

For a more detailed statement, please be referred to page 15 of the January, 1930, number of California Schools.

### **STATE REGISTERS FOR SECONDARY SCHOOLS**

Principals of junior high schools and high schools who desire them may use the surplus supply of old elementary school state registers available either from the city or county superintendent of schools or from the State Department of Education. The supply of registers is limited but will be distributed upon request so long as it lasts.

### **COMMERCIAL ACTIVITIES WITHIN THE SCHOOL**

The following extract from a letter is indicative of the type of complaint which frequently comes to this office:

“A high school teacher in this district has been purchasing athletic equipment from a wholesale house and reselling it to the students. The supposition is that he is making a profit on it.”

Such action on the part of any employee of a school in conducting, in connection with his school work, an activity which is in competition with private business is contrary to the purposes for which our schools are established.

Principals are requested to investigate their schools and to advise any employees found conducting a private business therein that it is contrary to law. (School Code section 6.230.)

**HUMBOLDT STATE TEACHERS COLLEGE PRESIDENCY**

Statement concerning Mr. Arthur S. Gist, director of practice teaching at the San Francisco State Teachers College, who has recently been appointed president of the Humboldt State Teachers College at Arcata.

**I. ACADEMIC RECORD**

Diploma, Iowa State Teachers College, 1904.

Bachelor of Education, University of Washington 1916; Master of Arts, 1918.

**II. EXPERIENCE**

1. Teacher in rural schools of Iowa.
2. High school teacher of Iowa.
3. Elementary school principal in Sioux City, Iowa; Seattle, Washington; and Oakland, California.
4. Director of teacher training at the San Francisco State Teachers College.
5. Lecturer in education, extension and summer sessions, University of Washington, University of Utah, University of California, and George Peabody College of Teachers, Nashville, Tennessee.
6. Administrative experience: Principal of B. F. Day Elementary School, Seattle, Washington.

**III. EDITORIAL WORK**

1. Editor of six Yearbooks for the Department of Elementary School Principals of the National Education Association.
2. Associate Editor, "Educational Method."
3. Associate Editor, "Elementary English Review."

**IV. AUTHOR**

1. "Elementary School Supervision," Scribners, 1926.
2. "The Teaching and Supervision of Reading," (co-author) Scribners, 1927.
3. "The Administration of an Elementary School," Scribners, 1928.
4. "New Stories from Eskimo Land," (co-author) Wagner, 1930.

**UNIVERSITY OF CALIFORNIA—ENTRANCE REQUIREMENTS**

The new rules for admission to the University of California provide that in August, 1931, and thereafter, a high school graduate in order to be admitted to the University without examination must have completed in an accredited high school the specific subjects, totalling 15 units, which are regarded as important prerequisites for university

work, with a record of first or second grades in at least 10 units of academic subjects. Provision was made also whereby it became possible, beginning August, 1929, for high school graduates who were unable to qualify for admission without examination to secure admission by passing examinations in a limited number of high school studies.

The University of California has made certain changes in the high school program as follows: (1) number of unrestricted electives, four or five units; (2) not more than two units of the required total of 10 units of grades "1" or "2" may be in subjects presented in satisfaction of the requirement, listed under (g) of the high school program, unrestricted electives, and then only if chosen from the following subjects (as defined by the College Entrance Examination Board): history, English, mathematics, foreign language, natural science, drawing.

#### **STOP FOREST FIRES ESSAY CONTEST**

The Stop Forest Fires Committee of California, representing the United States Forest Service, the United States Bureau of Public Roads, the National Park Service, the State Division of Forestry, the State Division of Parks, the State Highway Commission, the County Supervisors' Association of California, and the California State Automobile Association, expresses satisfaction with the results of the essay contest concerning forest fire prevention. About 11,000 essays were written, of which 1053 were received by the committee. It is believed by the committee that the contest will do much in an educational way to prevent outdoor fires.

#### **CALIFORNIA JUNIOR COLLEGE MENTAL EDUCATIONAL SURVEY**

The State Department of Education will soon issue as Bulletin No. J-3 a summary of the mental educational survey of California Junior College students recently completed under the direction of Walter C. Eells, Associate Professor of Education at Stanford University. This bulletin will contain approximately 60 pages and will be available for free distribution to junior college administrators and those definitely interested in the establishment or maintenance of junior colleges.

#### **STANDARDS FOR SANITARY FIXTURES IN PUBLIC SCHOOLS**

The Division of Schoolhouse Planning of the State Department of Education has issued Bulletin K-1, Standards for Sanitary Fixtures, for the professional use of architects and school executives. The

bulletin discusses location, sanitation, and arrangement of fixtures and is illustrated with a number of plates showing the installation of drinking fountains and the toilet arrangements for elementary schools, secondary schools, and for small rural schools. Graphs are presented which indicate the number of fixtures required per hundred of students enrolled.

#### **CIRCULAR OF INFORMATION—ALASKA**

*The Seeretary of the Interior has prepared a sixteen-page circular of information to be had upon request, regarding the Alaska railroad. This cireular was prepared in order to furnish information in response to the many inquiries received with regard to routes of travel to and from Alaska and over the Alaska railroad, conditions of climate, roads, hotel and living accommodations, as well as scenic features and points of interest to be found along the route of the railroad.*

# The Supply and Demand of Teachers in California 1928-30

## FOREWORD

One of the important functions of the Division of Teacher Training and Certification is the collection and interpretation of available data as relating to the supply and demand for teachers in California. The report based upon this information should be available for teacher training institutions in the construction of curricula and individual programs and to students who are desirous of securing advice as to the demand for teachers in various grade levels and subject matter fields. It is the purpose of this division to compile such a report each year with the idea eventually of predicting over a period of years the probable demand for teachers.

Two years ago a bulletin was published by the State Department of Education showing the teacher situation for the year 1926-27. During that year 7320 teachers were certificated and 3935 teachers were employed for their initial year of teaching, or after nonemployment in California for one or more years. This report indicated an excess of 3385 teachers—of supply over demand.

The present report includes the number of teachers certificated during the school year 1928-29, and the teachers employed for their initial year of teaching in California for the school year 1929-30. For the periods indicated 7893 teachers were certificated while 2806 secured their initial employment during the succeeding year. This shows a total oversupply of 5087 teachers.

Two factors, however, operate to modify the conclusion that there is an excessive amount of unemployment in the teaching ranks. Neither of these factors operated in the 1926-27 report. On the one hand, there is no account taken of those teachers who were reemployed in the public schools after an absence of one or more years from teaching. On the other hand, a careful check has been made of the number of teachers who secured a higher grade or a different type of credential, but who were already certificated for teaching in California.

Of the 7893 credentials, 3384 were granted to teachers already holding some form of California certification. Hence, the difference of 4509 represents the new teachers available for service in the schools. On this basis the excess of supply over demand is 1703.

## PART I

## Teachers Certificated, 1928-29

The tables presented in Part I provide data relative to the number of teaching credentials granted by the State Board of Education during 1928-29. Teachers certificated in 1928-29 were presumably available for teaching positions in California for the ensuing year. These data have been compiled from the official records in the office of the Division of Teacher Training and Certification.

The sources of supply for teachers in California may be listed as follows:

1. Graduates of the seven State Teachers Colleges.
2. Teachers certificated upon the direct recommendation of other approved teacher-training institutions in California.
3. Teachers informally recommended for credentials upon the completion of certain specified work in California teacher-training institutions.
4. Graduates who are recommended by approved institutions in other states.
5. Teachers certificated upon the direct application to the State Department of Education.

TABLE No. 1

## Total Number and Experience of Teachers Who Received Credentials Granted by the State Board of Education During 1928-29

A. Number of credentials granted to new teachers: 1. Without previous teaching experience.....	3,576
2. With teaching experience outside of California.....	933
3. Total number of credentials granted to new teachers.....	4,500
B. Number of credentials granted to teachers who were previously certificated in California.....	3,384
C. Total number of credentials granted.....	7,893

<sup>a</sup> Includes teachers who have never taught previous to 1929-30 and out-of-state teachers serving their first year of employment in California.

TABLE No. 2  
Number and Type of Teaching Credentials Granted During 1928-29

Type of credential	Number granted
Kindergarten-primary	323
Elementary school	1,251
Junior high school	1,300
General secondary	1,827
Junior college	50
Art	100
Music	183
Industrial arts	151
Home-making	128
Physical education	265
Commercial	90
Speech arts	19
Librarianship	46
Attendance	33
Administration	635
Supervision	330
Research	14
Health education	1
Health and development	218
Child study	54
Playground supervision	37
Handicapped children	40
Vocational arts	319
Part time education	2
Agricultural education	74
Adult education	206
Americanization	98
Band and orchestra	47
Individual instruction	52
Total	7,893

TABLE No. 3  
Distribution of Diploma-credentials granted to State Teachers College Graduates by Types of Diploma-credentials and by State Teachers Colleges, 1928-29

Name of state teachers college	Kindergarten-primary	Elementary	Junior high school	Art	Music	Industrial arts	Home-making	Physical education	Total
Chico	13	138	8			8	12	8	187
Fresno	16	113	36	1	6		4	11	187
Humboldt (Arcata)		66							56
San Diego		68	139	2					211
San Francisco	34	197	135						366
San Jose	50	167	167	7	16	8	14	21	450
Santa Barbara		51	10	5		18	20	1	105
Totals	113	790	495	15	22	34	50	43	1,562

TABLE No. 4  
Distribution of Credentials Granted to Graduates of Approved California Teacher-training Institutions by Types of Credentials and by Teacher-training Institutions, 1928-29

Name of institution	Kindergarten-primary	Junior high school	General secondary	Junior college	Art	Music	Industrial arts	Home-making	Commercial	Physical education	Speech	Research	Administration	Supervision	Total
University of California		16	346												361
University of California at Los Angeles	81	252	181	30	186	6	45	23	5	39	44	17	3	112	687
University of Southern California		40	26	30	19	7		14		16	4	1	3	22	436
Stanford		27	30	19	8									3	145
Clairemont	4	4	3												88
Dominican	10	10	6												14
Mills		25	9	15	1		2								21
Occidental	3	10	33		2		4								53
College of Pacific		23	44	9			8	1							71
Redlands															62
Whittier															27
Arts and Crafts	45						14								14
Fulmer	17														45
Brooks															17
Totals	143	384	348	695	13	62	71	5	39	81	21	6	3	141	2,041

<sup>1</sup> Exclusive of state teachers colleges.

TABLE No. 5  
Distribution of Credentials Granted to Candidates Upon the Informal Recommendations of California Teacher-training Institutions by Types of Credentials and by Teacher-training Institutions, 1928-29

Name of institution	Kinder-garten-primary	Elementary	Junior high school	General secondary	Junior college	Music	Industrial arts	Home-making	Physical education	Commercial	Speech	Library	Attendance	Administration	Supervision	Research	Total
Fresno	1	1							1								2
Humboldt		2	2						1								2
San Diego	1	8	5	12	7	5	2		1	1	2				1		8
San Jose		2	2														16
University of California								1									44
University of California at Los Angeles			9	1	9												5
University of Southern California			2	15													22
La Verne (U. S. C.)																	1
Stanford																	17
Clemont																	1
Occidental																	3
Armstrong																	2
Riverside																	7
Totals	1	26	38	17	5	3	2	1	2	4	2	18	2	3	5	2	131

TABLE No. 6  
Distribution of Credentials Granted to Graduates of Out-of-state Institutions by Types of Credentials and by States, 1928-29

Name of state	Kinder- garten- primary	Elmer- garten	Junior high school	General second- ary	Junior college	Art	Music	Industrial arts	Home making	Physical edu- cation	Com- mercial	Speech	Library	Admin- istration	Super- vision	Research	Total
Arizona	5	7	3					1	1	2							19
Arkansas	11	7	2		1			1								1	24
Colorado	1																1
Connecticut																	2
Florida																	2
Idaho																	32
Illinois	3	4	2		1				4	2	1	1	1				15
Indiana	1	7	7	4	1			1	6		1	1					20
Iowa																	1
Kansas																	22
Kentucky	2																3
Maryland																	1
Massachusetts	1	2	3	5	2				1	2							6
Michigan																	15
Minnesota	1	14	7	5	5			2	1		3	2	1				13
Missouri																	36
Montana																	6
Nebraska																	10
Nevada																	3
New Jersey																	1
New Mexico																	1
New York	4	5	3	22	1			1		2	1		3	3			51
North Carolina																	1
North Dakota																	11
Ohio																	20
Oklahoma																	16
Oregon																	4
Pennsylvania																	1
South Carolina																	4
South Dakota																	5
Tennessee																	11
Texas																	15
Utah																	2
Virginia																	49
Washington																	2
West Virginia																	69
Wisconsin																	69
Wyoming																	19
Totals	8	109	114	107	17	3	15	6	44	38	22	5	15	10	7	2	522

TABLE No. 7

## Total Number of Credentials Granted by the State Board of Education During 1928-29

Number of candidates recommended for credentials by:

1. California state teachers' colleges	1,562
2. Other approved teacher training institutions in California	2,041
3. California teacher training institutions on informal recommendations	131
4. Approved teacher training institutions in other states	522
5. Direct application to the State Department of Education	3,637
6. Total number of credentials granted	7,893

## PART II

## New Teachers Employed in California 1929-30

The tables presented in Part II deal with the number of new teachers employed in the California public schools for the year 1929-30. This study does not attempt to account for the teachers who were employed in California previous to the year 1929-30. These data have been compiled from the records in the office of the Teachers' Retirement Salary Fund Board, and from city and county teacher directories.

TABLE No. 8

Number of New Teachers<sup>1</sup> Who Served Initial Employment in California During 1929-30 by Amount of Teaching Experience and by School Divisions

School division	New teachers			Percentage of teachers with experience outside the state
	No experience	Experience outside the state	Total	
Elementary	1,379	343	1,722	19.9
Junior high school	164	53	217	24.4
High school	582	232	814	28.5
Junior college	31	22	53	41.5
Totals	2,156	650	2,806	23.2

<sup>1</sup> Includes teachers who have never taught previous to 1929-30 and out-of-state teachers serving their first year of employment in California.

TABLE No. 9

Distribution of New Teachers: With Teaching Experience in Other States by Types of Credentials Granted  
and by Years of Experience 1929-30

Years of experience	Elementary school	Junior high school	High school	Junior college	Total
1	49	3	27	4	83
2	41	9	22	1	73
3	40	5	25	2	72
4	30	7	31	3	71
5	19	4	22		45
6	27	5	15	1	48
7	22	2	14	2	40
8	13	3	14	1	31
9	22	1	10	1	34
10	15	4	13	1	33
11	8	1	2		11
12	9	4	4	1	18
13	7	1	7	2	17
14	13	1	4		18
15	14	2	8	1	25
16	5	1	4	1	11
17	2				2
18	3		2		5
19			4		4
20	1		1		2
21	1				1
22			1		1
24			2		2
25	1				1
27				1	1
31	1				1
Totals.....	343	53	232	22	650

<sup>1</sup> Includes teachers who have never taught previous to 1929-30 and out-of-state teachers serving their first year of employment in California.

TABLE No. 10

Distribution of the Experience of New Teachers<sup>1</sup> from Other States, by School Divisions and by States, 1929-30

State	Elementary	Junior high school	High school	Junior college	Total
Alabama	3				3
Arizona	32	5	17	2	56
Arkansas	2		2	2	6
Colorado	22	3	21		46
Connecticut	2	1			3
Delaware		1			1
Florida	4				4
Idaho	20	1	21		42
Illinois	29	4	15		48
Indiana	15	5	11	2	33
Iowa	34	3	19	2	58
Kansas	19	7	19	1	46
Kentucky		2	3		5
Maine	3		1		4
Maryland		1	1	1	3
Massachusetts	2	3	3		8
Michigan	17	3	7	1	28
Minnesota	21	2	15	4	42
Mississippi	1				1
Missouri	27	7	12		46
Montana	26	3	12	1	42
Nebraska	18	3	13		34
Nevada	11	1	7	1	20
New Hampshire	1				1
New Jersey	2		3		5
New Mexico	12		10	1	23
New York	3	1	4	1	9
North Carolina	1	1	2	1	5
North Dakota	15		6		21
Ohio	18	2	1	1	22
Oklahoma	22		8	1	31
Oregon	25	1	34	1	61
Pennsylvania	7	2	7		16
Rhode Island			1		1
South Carolina	1	1	1		3
South Dakota	20	1	9	1	31
Tennessee	5	1	1	1	8
Texas	14	2	10	3	29
Utah	10	5	10	1	26
Virginia	3		1	2	6
Washington	34	9	34	1	78
West Virginia	1		2	1	4
Wisconsin	19		4	1	24
Wyoming	12	1	6		19
Foreign countries	15	3	11	1	30
Totals	548	85	364	35	1,032

<sup>1</sup> Includes teachers who have never taught previous to 1929-30 and out-of-state teachers serving their first year of employment in California.

TABLE No. 11

Distribution of New Teachers<sup>1</sup> in California by School Divisions and by Counties, 1929-30

	County	Elementary	Junior high school	High school	Junior college	Total
3	Alameda	67	20	63		150
56	Amador	6		5		11
6	Butte	23		5		28
46	Calaveras	6		2		8
3	Contra Costa	23	7	13		43
1	Del Norte	3		2		5
4	El Dorado	4				4
42	Fresno	63	2	34		99
48	Glenn	9		4		13
33	Humboldt	24	2	8		34
58	Imperial	52		9		61
46	Inyo	9		3		12
5	Kern	63	1	37	1	102
4	Kings	9		6		15
3	Lake	7		5		12
8	Los Angeles	567	93	298	31	989
28	Lassen	7		2		9
42	Madera	9		2		11
1	Marin	13	1	3	2	19
46	Marietta	4		2		6
42	Mendocino	1				1
34	Mered	17		6		23
20	Mendo	5				5
1	Mono	1				1
5	Monterey	46		10		56
23	Napa	8		4		12
9	Nevada	4		1		5
5	Orange	88	3	26	4	121
21	Placer	18		4		22
22	Plumas	6		4		10
61	Riverside	55	5	18		78
16	Sacramento	17	5	16	1	39
1	San Benito	11			4	15
3	San Bernardino	46	12	11		69
31	San Diego	79	25	31		135
8	San Francisco	53	8	19		80
29	San Joaquin	7				7
26	San Luis Obispo	14	3	10		27
6	San Mateo	27		13	2	42
78	Santa Barbara	22	4	12		38
4	Santa Clara	2	10	3	1	16
24	Santa Cruz	13		5		18
19	Shasta	4				4
30	Sierra	1		2		3
.032	Siskiyou	17		15		32
	Solano	12	2	8		22
	Sonoma	20		1		21
	Stanislaus	36	1	19	3	59
	Sutter	14		13		27
	Tehama	9		7		16
	Trinity	3		1		4
	Tulare	37		17	2	56
	Ventura	39	13	24	1	77
	Yolo	13		4		17
	Yuba	9		7	1	17
	Totals	1,722	217	814	53	2,806

<sup>1</sup> Includes teachers who have never taught previous to 1929-30 and out-of-state teachers serving their first year of employment in California.

### CONCLUSION

The findings of this study are presented in Table No. 12. During the period 1928-29 California teaching credentials were granted to 4054 new classroom teachers. During the year 1929-30 there were 2806 new teachers employed in the schools of the state. The total excess of supply over demand for teachers in California during 1928-30 is 1248 teachers.

TABLE No. 12  
Supply and Demand of Elementary Junior High, High School and Junior College Classroom Teachers 1928-30

Division of school system	Supply <sup>1</sup>	Demand	Excess of supply over demand
Elementary and kindergarten-primary.....	1,574	1,722	*148
Junior high school.....	995	217	778
General and special secondary.....	1,450	814	636
Junior college.....	35	53	*18
Totals.....	4,054	2,806	1,248

\*Deficit.

<sup>1</sup> Does not include credentials issued to administrators, supervisors, attendance officers and research directors.

## Questions and Answers

Q. May home-making courses be counted as meeting the requirements for a laboratory science toward graduation from high school?

Ans. The Division of City Secondary Schools of the Department of Education interprets home-making courses as meeting the laboratory science requirement for high school graduation as follows:

1. Courses meeting the requirements of a vocational home-making program provided such shall have been approved by the State Department of Education.
2. Any home-making course or courses involving an amount of laboratory technique and science equivalent to the requirements of the other sciences which meet the laboratory science requirements for graduation.

# Legal Calendar for Public School Officials

## JUNE AND JULY

June

Calendar date	Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931				
June 1 .....	June 1 .....	On first day of month .....	State printer .....	Must furnish to State Board of Education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6.284
June 2 .....	June 1 .....	First Monday .....	District clerk of all districts except those having city boards of education.	Post in each schoolhouse copy of his account of receipts and expenditures of district from beginning of school year.	S. C. 2.836
June 2* .....	June 1 .....	Between first day of June and first day of August.	Governing boards of elementary school districts.	First day of year on which order establishing kindergartens may be made.	S. C. 3.111
June 5 .....	June 5 .....	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller number of elementary text books sold and amount received for preceding month. Last day to pay money received therefrom into state treasury.	S. C. 6.296
June 10 .....	June 10 .....	On or before tenth day of each month.	County clerk .....	Last day to furnish to county superintendent of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3.560
June 10 .....	June 10 .....	On or before tenth day of June.	Governing boards of all districts .....	Last day to notify probationary certificated employees .....	S. C. 5.681
June 16** .....	June 15 .....	On or before June 15 .....	Governing boards of all school districts.	Last day to prepare district budgets .....	S. C. 4.360
June 20 .....	June 20 .....	Not later than June 20 .....	Governing boards of all school districts.	Last day to submit district budgets to county superintendents of schools.	S. C. 4.362
June 21 .....	June 20 .....	Third Saturday in June .....	State curriculum commission .....	Must hold annual meeting unless commission fixes another date .....	S. C. 2.1434
June 30 .....	June 30 .....	On or before June 30 .....	State controller .....	Last day to make transfer of moneys from general fund to state school fund as directed by law.	S. C. 4.1

## June—Continued

Calendar date	Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931				
June 30 . . . . .	June 30 . . . . .	On or before June 30 of each year.	State controller . . . . .	Last day to transfer from general fund to state school fund amount certified by superintendent of public instruction as needed to reimburse counties for education of pupils in 24-hour elementary schools.	S. C. 4.762-1
June 30 . . . . .	June 30 . . . . .	Not later than June 30 . . . . .	All persons subject to State Teachers Retirement Law.	Last day to pay contribution for half year ending June 30 . . . . .	S. C. 5.1042
June 30 . . . . .	June 30 . . . . .	June 30 . . . . .	All persons . . . . .	School year ends . . . . .	S. C. 3.22
June 30 . . . . .	June 30 . . . . .	End of school year . . . . .	Governing boards of elementary school districts.	Contracts for education of pupils by another elementary school district terminate.	S. C. 3.186
June 30 . . . . .	June 30 . . . . .	End of school year . . . . .	Governing boards of elementary school districts.	Contracts for education of pupils by state teachers colleges terminate.	S. C. 3.164
***	***	Last meeting in June . . . . .	County boards of supervisors . . . . .	Appoint two persons to county board of education . . . . .	S. C. 2.1261
****	****	Monthly . . . . .	County superintendent of schools in counties in which are United States District Courts.	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3.561

\* In 1930, June 1st falls upon a Sunday. The act required may be performed on the first business day following. (Pol. C. Sec. 13).

\*\* In 1930, June 15 is a Sunday. The act required to be performed thereon may be performed upon the first business day following. (Pol. C. Sec. 13).

\*\*\* Each county board of supervisors fixes its meeting dates. (Pol. C. 4034).

\*\*\*\* No date is specified.

## July

Calendar date	Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931				
July 1	July 1	All persons	School year begins	S. C. 3.22	
July 1	July 1	Governing boards of all school districts.	Last day to make annual report to county superintendent of schools.	S. C. 2.988	
July 1	On or before first day of July	County boards of education.	Last day to prescribe courses of study for elementary schools of county not under city boards of education.	S. C. 3.770	
July 1	On or before first day of July	Governing boards of elementary school districts.	Contracts with elementary school districts for education of pupils become effective.	S. C. 3.166	
July 1	First day of July following date of contrast.	Governing boards of elementary school districts.	Contracts with state teachers college for education of pupils of district become effective.	S. C. 3.164	
July 1	July 1	Governing boards of school districts.	First day of fiscal year upon which temporary transfers of county funds to districts may be made.	S. C. 4.290	
July 1	July 1	Governing boards of school districts and county boards of supervisors.	Transfer funds of elementary district uniting to form a union or joint union district to the union or joint union district.	S. C. 4.501	
July 1	July 1	County superintendent of schools.	Must furnish to State Board of Education names and number of elementary textbooks published by him during preceding month and number in course of publication.	S. C. 6.284	
July 1	On first day of month	State printer	Meet and organize.	S. C. 2.1270	
		County boards of education	All schools must close.	S. C. 3.90	
July 4	July 4	All persons	All persons must close.	S. C. 4.600	
July 5	At least 15 days before twentieth day of July.	Governing boards of junior college districts.	Last day to make and file with county superintendent of schools estimates of amounts needed for maintenance for current school year.		
July 5	On or before fifth day of succeeding month.	Superintendent of public instruction.	Last day to report to state controller numbers of elementary books sold and amount received, for preceding month. Last day to pay money received into state treasury.	S. C. 6.296	

## July—Continued

Calendar date	Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931				
July 5.....	July 5.....	At least 15 days before the twentieth day of July.	Governing boards of elementary school districts.	Last day to make and submit to county superintendent of schools estimates of amounts needed for maintenance during ensuing school year.	S. C. 4.482
July 7.....	July 6.....	First Monday in July	State controller.....	Report condition of state school fund to superintendent of public instruction.	S. C. 4.11
July 7.....	July 6.....	First Monday in July	State controller.....	Report condition of state high school fund to superintendent of public instruction.	S. C. 4.40
July 7.....	July 6.....	First Monday in July	State controller.....	Report condition of state junior college fund to superintendent of public instruction.	S. C. 4.55
July 10.....	July 10.....	On or before July 10.....	Governing boards of elementary school districts.	Last day to submit estimate of funds needed for building purposes--	S. C. 4.460
July 10.....	July 10.....	On or before July 10.....	Visiting teachers of handicapped children.	Last day to make report to county superintendent of schools.....	S. C. 3.635
July 10.....	July 10.....	Not later than tenth day of July.	Governing boards of all school districts.	Last day to resubmit district budgets to county superintendent.....	S. C. 4.365
July 10.....	July 10.....	On or before tenth day of each month.	County clerk .....	Last day to furnish to county superintendents of schools names of persons who filed declaration of intention to become citizens during preceding month.	S. C. 3.560
July 14.....	July 14.....	Prior to fifteenth day of July--	Governing boards of any school district.	Last day to call election to vote tax for additional school facilities--	S. C. 4.410
July 15.....	July 15.....	On or before July 15 next before termination of lease or other arrangement.	Governing boards of junior college districts leasing temporary quarters.	Last day to make another arrangement for temporary quarters or to make and file with county board or boards of superintendents and county auditor or auditors estimate of funds needed for permanent quarters.	S. C. 4.591
July 15.....	July 15.....	On or before fifteenth day of July next before termination of lease or other arrangement.	County superintendent.....	Last day, upon failure of governing board of junior college district so to do, to make estimate of funds needed for permanent quarters by junior college districts occupying temporary quarters.	S. C. 4.592
July 21**.....	July 20.....	On the twentieth day of July--	Governing boards of all school districts and county superintendents.	Must file estimates required with county auditor.....	Pol. C. 3714

July 21*** .....	July 20, .....	On or before twentieth day of July.	Governing boards of high school districts.	Last day to file with county superintendent estimate of amount expended during preceding school year for textbooks for pupils not residing in the high school district.	S. C. 6,383
July 21.....	July 20 .....	On or before twentieth day of July next succeeding formation of district.	Governing boards of junior college districts.	Last day to file with county board of supervisors estimate of funds needed for permanent quarters.	S. C. 4,590
July 21** .....	July 20 .....	Not later than twentieth day of July.	County superintendent.....	Last day to file with county board of supervisors and county auditor.	S. C. 4,366
July 21** .....	July 20 .....	On or before the twentieth day of July.	County superintendent.....	Last day to furnish estimate to county board of supervisors and county auditor of needs of county elementary school fund.	S. C. 4,160
July 21** .....	July 20 .....	On or before twentieth day of July.	County superintendent.....	Last day to furnish estimate to county board of supervisors and county auditor of needs of county high school fund.	S. C. 4,250
July 21** .....	July 20 .....	On or before twentieth day of July.	County superintendent.....	Last day to file with county superintendent of schools of adjoining county report of high school pupils attending school in his county but residing in the latter.	S. C. 3,322
July 21** .....	July 20 .....	On or before twentieth day of July.	County superintendent.....	Last day to make annual report of schools to superintendent of public instruction and county superintendent of schools.	S. C. 2,1220
July 21** .....	July 20 .....	At time of making report of elementary schools.	County superintendent.....	Last day to make annual report of high schools to superintendent of public instruction.	S. C. 2,1221
July 21** .....	July 20 .....	At time of making report of high schools.	County superintendent.....	Last day to make annual report of junior colleges to superintendent of public instruction.	S. C. 2,1222
July 21** .....	July 20 .....	Not later than twentieth day of July.	County superintendent.....	Last day to certify to county board of supervisors and county auditor the cost of educating during preceding school year, junior college pupils residing in county and not in any junior college district.	S. C. 4,630
July 31.....	July 31.....	Between the first day of June and the first day of August.	Governing boards of elementary school districts.	Last day to make order establishing kindergartens.....	S. C. 3,111
July 31** .....	July 31 .....	Not later than July thirty-first .....	County board of supervisors .....	Last day to annex unattached elementary districts to high school districts.	S. C. 2,500
*** .....	*** .....	Monthly .....	County superintendent .....	Must secure names and addresses of all persons declaring intention of becoming citizens.	S. C. 3,561
**** .....	**** .....	First meeting in July of county board of supervisors.	County superintendent .....	Must report to county boards of supervisors all elementary districts having an average daily attendance of less than 5.	S. C. 2,170

## July—Continued

Calendar date	Date fixed by statute	Person or body affected	Act required	Authority	Check here the dates affecting you
1930	1931	County superintendent.....	Must report to county board of supervisors all districts forming part of union or joint union elementary district which have average daily attendance of less than 5.	S. C. 2,280	
****	***	First meeting in July of county board of supervisors.	May ask county board of supervisors to lapse suspended elementary districts.	S. C. 2,182	
****	***	First meeting of county board of supervisors in July.	May ask county board of supervisors to lapse suspended district forming part of union or joint union elementary district.	S. C. 2,280	
****	***	First meeting of county board of supervisors in July.	Must give notice to districts of intent to ask for suspension of district.	S. C. 2,170	
***	***	Any time in July .....	Must give notice to all suspended districts of intent to ask for lapsing thereof.	S. C. 2,182	
***	***	Any time in July .....	Must grade all schools in county and keep a record thereof.	S. C. 2,1269	
***	***	In the month of July .....			
		County superintendent.....			

\* Each county board of education determines the dates of its meetings (S. C. 2,1280).

\*\* In 1930, July 20 falls on a Sunday. The act required to be done thereon may be performed on the first business day following (Pol. C. 13).

\*\*\* No date is specified.

\*\*\*\* Each county board of supervisors fixes the dates of its meetings (Pol. C. 4034).

## Professional Literature

### **STATE PUBLICATION OF TEXTBOOKS IN CALIFORNIA**

This volume comprises the Doctor of Education thesis of Perey Roland Davis, a graduate student at the University of California. The author evaluates the policy of state publication of textbooks from the standpoint of adequacy of supply, length of adoption periods, limitation of selection, effect on textbook development, and the use of supplementary books.—*California Society of Secondary Education, Berkeley, California.*

### **THE JUNIOR HIGH SCHOOL: ITS ORGANIZATION AND ADMINISTRATION**

This volume edited by William M. Proctor, Professor of Education at Stanford University, and Nicholas Ricciardi, Chief of the Division of City Secondary Schools of the California State Department of Education, records the solution to a large number of the most persistent problems of junior high school administrative procedure. The chapter authors are prominent California junior high school principals and administrative workers who have purposely selected the major difficulties confronting the administrative worker in this educational unit and have discussed the remedies that the experience of numerous educators has suggested.—*Stanford University Press, Stanford University, California.*

### **CHILD ADJUSTMENT**

Child Adjustment by Dr. Annie Dolman Inskeep is an attempt to consider the growth and development of the child with special reference to his adjustment during school years. It seeks to aid teachers in fitting school life so far as possible to the natural and normal development of the body, mind, and emotions of the child. The book gives the reader the information necessary to provide for the pupils' physical wellbeing, both in and beyond the classroom.—*D. Appleton and Company, New York.*

